

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • P-5

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *The Homework Lesson* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 100 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What is Ryan's problem? (lots of homework to do, not much time)

What does he do while he works? (listens to music)

What does the music do to Ryan's work? (makes it hard to study, distracts him)

If time permits, repeat the steps above using part 2 of the passage, *The Homework Lesson*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Stack the cards number-side down. Have the child draw a card, say the verb, and tell you the past tense form. He/she can check the answer on the back of the card. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If incorrect, he/she cannot move. It is then your turn. Repeat the game as time permits.

Part 1

“Did you do your homework?” Mom yelled. Ryan hadn’t 9
 even started it yet. But now he had only an hour before 21
 bedtime, and the papers and books were piled high on 31
 his desk. 33

There were math worksheets, spelling lists, a science quiz 42
 to study for. He didn’t know where to begin. He decided 53
 to listen to music while he worked. 60

“I thought I told you to do your homework!” Ryan’s mom 71
 called. She had heard the music. 77

“Music helps me study,” Ryan yelled back. But it wasn’t 87
 true. Ryan started studying for the quiz, but then he 97
 wanted to listen to a different song. After he found the 108
 song, he thought that it didn’t go well with science. So he 120
 started the math. 123



Part 2

Ryan's homework was not getting done. How could he 9
 make himself get through it? Ryan's dog, Wilbur, came 18
 in and sat down at his feet, and Ryan got an idea. 30

When Ryan trained Wilbur, he used treats. When he 39
 wanted to make Wilbur do something he didn't like, such 49
 as staying, he would give him a treat after he did it. That 62
 way, Wilbur wouldn't think about staying. He would think 71
 about the treat he would get. 77

Ryan stopped the music during the good song. "When I 87
 finish my math, I can listen to the song." He breezed 98
 through the math in no time and got his reward. Then he 110
 turned off the music and started the science. After that, it 121
 was easy. 123

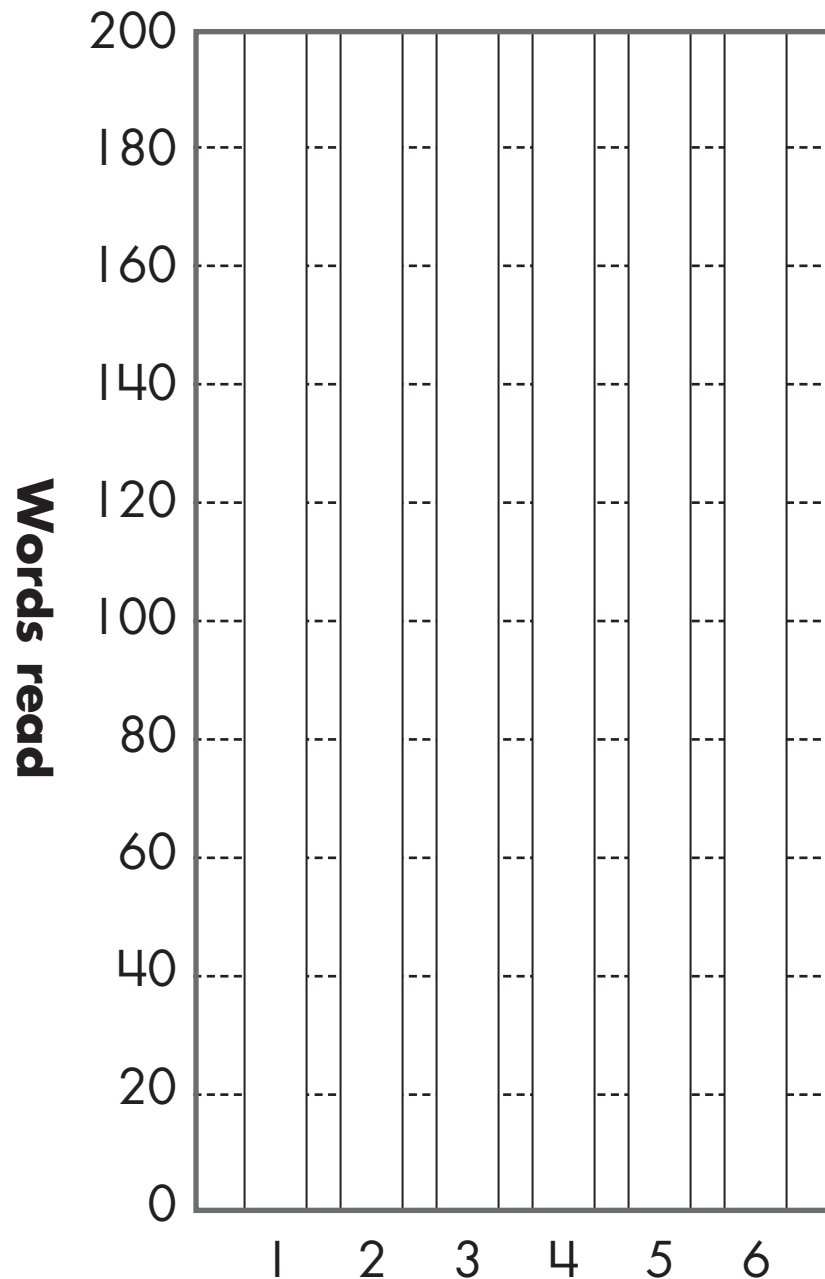


Fluency

Repeated Reading Bar Graph

Lesson P-5

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson P-5

do

yell

have

are

know

begin

decide

think

tell

call

hear

is

want

find

go

start

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson P-5

were

4

had

3

yelled

2

did

3

thought

4

decided

2

began

3

knew

2

was

3

heard

4

called

2

told

3

started

2

went

4

found

3

wanted

2

